DOCUMENT RESUME

ED 216 743 JC 820 246

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TITLE A Model for Faculty Development in the Community College.
PUB DATE [82]
NOTE 13p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College Faculty; *College Planning; Community Colleges; *Faculty Development; *Inservice Teacher Education; Models; Organizational Development; Organizational Objectives; Professional Development; Program Administration; Program Development; Two Year Colleges
IDENTIFIERS *Houston Community College TX

ABSTRACT

As the purposes of colleges change and adapt, so too should college staff have the opportunities to change and adapt. Faculty development can help provide these opportunities, while at the same time meeting demands of accountability and fostering curricular and instructional innovation. The goals of faculty development in the Houston Community College System (HCCS) are to facilitate the growth and benefit of all members of the institution; to integrate curriculum development with student, faculty, and administrative development; and to create faculty development programs based on student development models. The faculty development model created at HCCS involves an integrated process of planning, communication, implementation, and evaluation within a framework of administrative support, coordination of planning and activities by the Staff and Instructional Development (SID) committee, program and professional development activities, and a system of support and incentives. Between 1980 and 1982, HCCS initiated several activities, including a staff development needs assessment, instructional workshops, numerous media presentations, and support for faculty to implement instructional innovations. The SID's goals for the next four years focus on including professional development activities in faculty evaluation, establishing minimum professional development activities, implementation of an incentives system, and preparation of individual development plans. (HB)

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A MODEL
FOR
FACULTY DEVELOPMENT
IN THE COMMUNITY COLLEGE

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JC 820 246

Community colleges are faced with a major challenge in meeting the professional development needs of its faculties. After nearly a decade and more of rapid growth and "open admissions", some community college staffs have stabilized as all higher education enrollments have declined, while others have seen the open door of admissions become a revolving door.

The staff of a college is its greatest resource in economic terms. More importantly, "a college's staff is the expression of its purposes, the collective manager of its missions. As the college's purposes change and adapt...its staff must have opportunities to adapt and change too."[1] At Houston Community College System, the administration should make faculty development a top priority, and integrate it into the fabric of our institution.

Faculty development can meet the demands of accountability, and can foster innovation and qualitative changes in both the curriculum and teaching. Many community college faculty members have little or no background in educational methodology, and are unprepared to deal with the special needs of the adult learners they face in their classrooms. In addition, teaching loads are heavy, many of the faculty are part-time, and resources are limited. Many faculty members feel isolated from their discipline organizations, because their needs are totally different from those contained in their discipline's scholarly journals.

[1]Terry O'Banion, ed. Developing Staff Potential, New Directions For Community Colleges, Volume 5, Number 3 (San Francisco, Calif.: Jossey-Bass Inc., Autumn 1977), p.viii.

It has only been recently that academic discipline organizations have begun to address the practical concerns of their community college constituents. One of the goals of Staff & Instructional Development at HCCS is to create a learning environment in our institution by providing institutional support for programs and activities which will keep our faculty members, and hence our institution, revitalized.

There are many basics of faculty development, which should constitute the underlying goals in every faculty development program. They are:

1) Faculty Development programs should have as their goal not the remedy of deficiency, but the maximum growth and benefit of every member of the institution.

2) Curriculum development and student, faculty and administrative development cannot be separated from each other.

3) Programs for faculty and administrative development should resemble in purpose, planning and procedure the best teaching/learning models for student development.[2]

I would like to add my own fourth "basic" of faculty development: Faculty development and faculty evaluation are two sides of the same coin. A well-designed program allows for individual differences and freedom of choice, but all faculty should be expected to participate in some way, and to benefit accordingly on evaluations, and issues of tenure and promotion.

[2]Carol Zion and Connie Sutton, "Integrated Inservice Development," in Toward A Professional Faculty, New Directions For Community Colleges, Volume 1, Number 1, ed: Arthur M. Cohen (San Francisco, California: Jossey-Bass Inc., Spring 1973), pp. 41-42.

A definition of faculty development would include the following points. It is:

A planned, interactive process

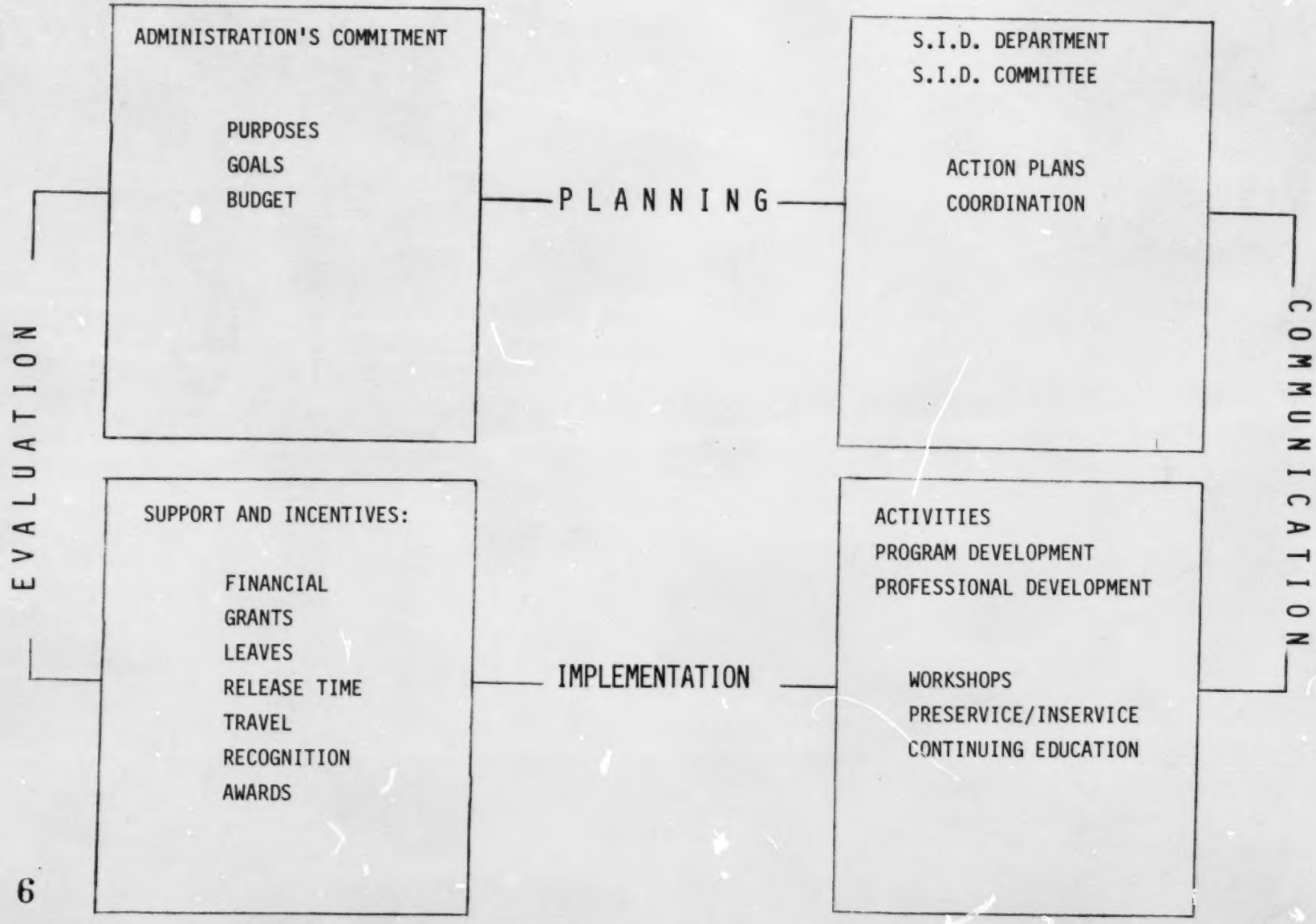
A response to the individual and collective needs of the faculty

A context for selecting programs and activities in relation to faculty interests, styles and the institution's goals

A support system within which faculty growth and professional maturity can take place.

Though the issue of faculty development has received considerable attention in the literature of higher education, few have proposed a comprehensive model for faculty development at the community college level. The model proposed on the following page takes into account the unique needs, organization structure, and faculty makeup in the Houston Community College System. Most important, it describes the four major blocks or cornerstones without which faculty development will be a passing fad. The systems approach steps of planning, communication, implementation and evaluation actually take place within and among each of the four blocks.

A FACULTY DEVELOPMENT MODEL



As can be seen from the model, the Administration's Commitment gives the entire enterprise legitimacy. In addition, the Administration through its policies and budgetary support signals to the entire administrative hierarchy whether faculty development is an exciting and worthwhile endeavor, or whether it is a fad. "By and large, administrative support has not gone beyond the talk stage."[3] Under these circumstances can we expect faculty development to initiate lasting changes in our institutions?

The S.I.D. (Staff and Instructional Development) Department and S.I.D. Committee are ways of institutionalizing faculty development--that is, at least granting it a solid base from which faculty development activities can grow. A survey of most community colleges show these staffs consisting of one or two members. Committees of course should be made of a cross-section of the college's faculty and administration, and might consist of several permanent members and yearly members.

Activities developed by S.I.D. generally fall into two main categories: program (or instructional/curriculum) development and professional development. These activities are presented through workshops, preservice/inservice meetings, individual encounters and continuing education. It is most interesting to note the various differences of opinion surrounding both program and professional development activities. Many faculty want the emphasis to be on teaching, students, the individual faculty member's needs and their individual problems. Many administrators, on the other

[3]H. Stuart Smith. "Professional Development: Substance or Fad?" Community and Junior College Journal, November 1979, p.38.

hand, want the emphasis to be on the institution's goals, and missions.[4] In the area of program development, another battle rages, and this is over teaching methodologies. Many a colleges' Instructional Development Department are "overrun" (at least in the opinions of some) by educationalists. These proponents of behavioral objectives often, "get carried away...belittling other approaches to teaching. There has been enough of this kind of 'I know best' ...attitude" which tends to alienate and divide the faculty."[5] A final difference of opinion surrounds the entire area of professional development activities. Much more research needs to be done in evaluating the effectiveness of a myriad of these activities. A recent effectiveness survey conducted by the Carnegie Foundation implies that some of the commonest activities found in most community colleges may not be very effective (for example, newsletters).[6]

Support and Incentives may take a variety of forms. Administrators must continue to encourage personal and professional growth as valuable ends in themselves. However, no continuing faculty development effort can survive without the use of the many variables of time and money.

[4]Charles R. Novak and Barbara K. Barnes, "Florida and Illinois: Views on Staff Development," in Developing Staff Potential, New Directions For Community Colleges, Volume 5, Number 3, ed. Terry O'Bannion, p.18.

[5]H. Stuart Smith. "Professional Development: Substance or Fad?" Community and Junior College Journal, November 1979, p.37.

[6]Carnegie Foundation for Advancement of Teaching, Missions of the College Curriculum (San Francisco, Calif: Jossey-Bass, 1977), pp. 74-75.

With the adopting of the faculty development model, our college may expect to reap a variety of benefits for faculty, students, administrators and the organization as well.[7] A faculty development program will assist faculty to maintain productivity and meet demands of public accountability, while providing the stimuli of accomplishment and renewal as both a developmental as well as deficit model. For too long faculty have been regarded as a "given" rather than as a resource to be developed. Now is the time for our community college to harness this long overlooked resource.

At the Houston Community College the Staff and Instructional Development took up the challenge of implementing the Faculty Development Model. A college-wide S.I.D. Committee was formed, and over the course of a year developed five major goals which would be the foundation of all development activities. These are:

1. To develop competencies that promote adult learning
2. To promote involvement in organizational development
3. To provide opportunities for professional development
4. To improve the effective and efficient management of the institution
5. To provide opportunities for personal development

It was recommended that these goals be gradually implemented over the next four years as follows:

1982 - 83 - Professional Development should become a part of all performance evaluations.

1983 - 84 - Minimum requirements for staff development activities would be instituted.

[7]Jerry G. Gaff, ed. Toward Faculty Renewal (San Francisco, California: Jossey-Bass Inc., 1975), p.165.

1984 - 85 - A reward/incentive plan would be implemented.

1985 - 86 - Each employee would design his own development plan. Currently, the committee is working closely with the administration to develop policies, procedures and incentives for the staff development plan.

Over the past two years, Title III funding has been used to supplement the Staff and Instructional Development budget. In the 1980-82 funding periods, a full-time instructional specialist, a part-time staff development specialist, and a full-time media technician were added to the existing staff of four. A staff development needs assessment of college personnel was completed, eight minigrantees and more than 20 instructors were assisted to implement instructional innovations in each year, numerous media presentations were produced, seven instructional workshops and accompanying manuals were published, and a variety of other seminars and workshops were also presented. During the grant period, the Staff and Instructional Department developed positive and productive working relationships in every division of the college, strengthened professional skills, networked with other colleges and participated in professional conferences.

It may be seen then, that the initial important steps in the Faculty Development model have been taken. There is much which remains to be done. Specifically the committee is concerned with involving adjunct faculty in the five year plan. In addition, the administration must strengthen its commitment through its hard-money funding of Title III positions which will expire this fall.

Our experience at HCC has shown that the administration's commitment and support are the two most important blocks in the Faculty Development Model. For all of the relevance and quality contained in our Staff and Instructional Development activities, and for all of the enthusiasm and

talent of our faculty development S.I.D. practitioners and committee members, institutionalization can only come about through the administration's moral and financial support.

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